Junction Park State School Curriculum Term Overview – Year 5

Term 1, 2025

English

Responding to Literary Text

Students read, view and comprehend texts to explore how ideas are conveyed through characters, setting and events and explain how characteristic features of imaginative texts are used to meet the purpose.

Through texts, students examine how authors develop characters and settings, appealing to the reader's imagination using imagery, including simile, metaphor and personification, and sound devices.

Students use appropriate interaction skills and features of voice to present opinions and ideas about texts, using specific terms about literary devices, text structures and language features.

They engage in shared and independent writing to respond to and/or create imaginative texts, experimenting with figurative language, storylines, characters and settings.

Science

Survival in the environment

Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.

Assessment Task – Creating a creature

Students analyse how the form of living things enables them to function in their environments. Students use environmental data when suggesting explanations for difference in structural features of creatures. Students communicate ideas using multimodal texts.

HASS

People and the environment (Part 1)

How do people and environments influence one another?

Students:

- examine the characteristics of places in Asia and Australia and the location of their major countries in relation to Australia
- describe the relative location of places at a national scale
- identify and describe the human and environmental factors that influence the characteristics of places
- examine the interconnections between people and environments
- investigate the impact of human actions on the environmental characteristics of places in Asia and Australia
- organise data in a range of formats using appropriate conventions
- interpret data to identify simple patterns, trends, spatial distributions and infer relationships
- evaluate evidence about the characteristics of places to draw conclusions about preferred places to live
- present findings and conclusions using discipline-specific terms.

Mathematics

Number and Algebra

Students:

Teach and monitor:

- Use mathematical modelling to solve financial and other practical problems, formulating and solving problems, choosing arithmetic operations and interpreting results in terms of the situation

Measurement and Space

Students:

- use grid coordinates to locate and move positions
- perform and describe the results of transformations and identify any symmetries

Statistics and Probability

Students:

- plan and conduct statistical investigations that collect nominal and ordinal categorical and discrete numerical data using digital tools
- identify the mode and interpret the shape of distributions of data in context
- interpret and compare data represented in line graphs

Physical Education – Specialist

Mr Rose

Entries and exits: Safely enter and exit shallow water using methods suitable for the water location.
Buoyancy: Manoeuvre the body from one floating position to another.
Submergence: Submerge the body completely in waist-deep water, eyes open and recover an object.
Swimming for survival: Propel the body continuously for 25 metres using swimming or survival actions that resemble a stroke.
Survival sequence: Perform a continuous survival sequence: scull, float or tread water for 1 minute; signal for help; float for 1 minute holding a buoyant aid; kick to safety holding the aid.
Rescue and lifesaving: Be rescued by grasping a rigid or non-rigid aid and being pulled to safety.
Water safety knowledge: Describe actions to help keep themselves safe and healthy in, on and around water. Demonstrate understanding of: hazards in familiar water locations; rules for safe behaviour around the water; the signal for help; safety signage.

Health

Life Education

Students:

- explore the concept of identity introduced by examining what and who influences personal and cultural identity as well as how a person's values are developed and how they impact decision-making.
- explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition, identifying characteristics of healthy and unhealthy relationships and explores managing emotions.

Languages – Japanese

Mrs McDonald

What's in a name?

In this unit, students use language to communicate ideas relating to personal names and personal identity. Students will explore the influence of culture on name choices and meanings as well as expressing preference for names and nicknames.

Students will:

- engage with language in texts about popular names
- identify meaning in names and the reasons for conventions about family and personal names
- listen to people talk about personal and family names
- participate in intercultural experiences to notice, compare and reflect on language and culture

Technologies

Mr Christy

Digital Technologies

This semester, students will demonstrate knowledge and understanding of digital systems and apply skills gained when using a desktop computer, including identifying the different features of a computer, using different Microsoft Office programs, demonstrating the safe use of the Internet and explaining the risks involved with using personal data online. They will acquire, store and validate different types of data, and use a range of software to interpret and visualise data to create information. Students will explain how information systems meet local and community needs. They will use data collected to design and create an interactive spreadsheet and share information ethically. Assessment of activities will be ongoing throughout the semester.

The Arts

Specialist Music – Mrs Hodgson

Xylobeat!

In this unit students will explore minor and major pentatonic scales, swing style, syncopation and individual improvising. They will look at phrase structure and song form to prepare for composing.

Specialist Visual Arts – Miss Susi

Australian Enchanted Forests: Focus Artist – William Robinson

Students will:

- explore the artworks of William Robinson (The creation series) and then create their own Australian Enchanted Forest.
- create a landscape artwork inspired by the techniques of William Robinson using pastels, paint, pen and posca's.
- incorporate aspects of William Robinsons style, perspectives and his unique way of representing the sky and trees.